

# Lesson Plan

**Course Title**

Career and Family Leadership

**Lesson Title**

Impact of Change on Work and Family

**Practical Problem**

What should be done about the impact of social, economics, and technological change on work and family?

**References Used for this Lesson**

Montgomery, Bette: *Career and Family Leadership*, University of Missouri-Columbia, 2002.  
Instructional Materials Laboratory, University of Missouri-Columbia.

Family, Career, and Community Leaders of America, Inc., *STAR Events: Illustrated Talk*,  
Reston, VA 2002, FCCLA, Inc.

*Alternative Assessment: A Family and Consumer Sciences Teacher's Tool Kit*, Ohio State  
University, 1996. Vocational Instructional Materials Laboratory

**Background Information for this Lesson**

Career and Family Leadership, Content Module 6.

## External Alignment

**Program Goal Addressed**

(Use this area to identify how your program goal links to this lesson.)

**Missouri Family and Consumer Sciences Competencies Addressed**

G.2. Examine the impact of social, economic, and technological change on work and family  
(Analysis)

**Missouri Show-Me Goals/Standards Addressed**

1.1 Develop questions and ideas to initiate and refine research

1.2 Conduct research to answer questions and evaluate information and ideas

1.8 Organize data, information, and ideas into useful forms (including charts, graphics, outline)  
for analysis or presentation

CA 6 Participating in formal and informal presentations and discussions of issues and ideas

SS 6 Relationships of the individual and groups to institutions and cultural traditions

**National Family and Consumer Sciences Standards Addressed**

1.1.2 Analyze the impact of social, economics, and technological change on work and family  
dynamics.

## Internal Alignment

**Course/Performance/Enabling Objectives(s) for Competency**

1. Describe social, economics, and technological changes that have occurred during the past 50 years. (Comprehension)
2. Compare and contrast the social, economics, and technological differences between the past and present. (Analysis)
3. Select the area (social, economic, technological) that has had the most impact on work and family and explain the selection. (Application, Comprehension)

### **Instructional Strategies**

1. Describe social, economic, and technological changes that have occurred during past 50 years. (Comprehension)  
Divide into equal teams. Teams work together to brainstorm how family life has changed in past 50 years. All members of the team should write out ideas. Rotate one team member to another group to report ideas. Rotate until all teams are visited. Team members will have ideas from all teams on his/her list.

Take guided notes from a teacher presentation on the three areas of change: Social, Economic, Technological. Research the three areas for change using the internet.

Teams will categorize the changes into the three areas on an overhead, chalkboard, flip chart, etc. and describe the changes that have occurred during the past 50 years. (Technology, Leadership, Critical Thinking, Cooperation, Management)

### **Questions for Discussion/Formative Assessment**

1. *What is considered a social change?*
  2. *What is considered an economics change?*
  3. *What is considered a technological change?*
  4. *What family stories have you heard that illustrate change?*
  5. *How did cooperating with other groups help in developing your list of how family life has changed?*
  6. *How did using critical thinking help with the categorizing of your ideas into groups?*
  7. *How did technology help broaden your perspective of each area from the teacher presentation?*
  8. *How would the information you identified have changed if you were to consider changes for the last 100 years?*
  9. *What leadership skills you use as a team?*
  10. *How did grouping your information help you to manage the information that you had brainstormed and researched?*
2. Compare and contrast the social, economics, and technological differences between the past and present. (Analysis)  
Assign each team one of the areas. Use the chart for "Compare/Contrast", Section 4 p. 11, (*Implementation Handbook*) to compare and contrast the differences between the past and the present.

Interview a specialist in each area. Develop interview questions by:

- Each group creates 1 question for each area (social, technological, economical).
- Present interview question to class for editing.
- Final questions turned into teacher to be compiled. All questions will be compiled and shared.

Assign each team an area and use the questions to interview a specialist in that area. Examples would include: Social – social services, lawyer; Technological – Architect,

grocery store owner, Economics – banker, investment manager. Share the interview information with the class.

Your team has been asked by the county historical society to develop a display that depicts the social, economics, and technological changes from 1950's to the present and the impact those changes have had on work and family. Use the computer, personal drawing and labeling skills to communicate your plans for the display. Develop a scoring guide for assessment of the display before beginning the display. (Use *Alternative Assessments* and *FCCLA STAR Events*, "Illustrated Talk" as resources for developing the scoring guide) (Critical Thinking, Cooperation, Communication, Management, Technology, Leadership)

#### *Questions for Discussion/Formative Assessment*

- 1. What process skills did you use to develop the interview questions?*
  - 2. How did the interviews stretch and/or change your thinking about the impact of changes on family and work?*
  - 3. What thinking skills did you use to help develop a display for the historical society?*
  - 4. Who in your group took the lead in developing the display? The interview questions? Interviewing the specialist?*
  - 5. What communication skills did you use to insure a successful interview?*
  - 6. What part did technology play in developing your display?*
  - 7. What management techniques did you use to organize all of the information?*
3. Select the area of change (social, economic, technological) that has had the most impact on work and family and explain the selection. (Application, Comprehension)  
Using the information in this lesson select the area that you feel has had the biggest impact on work and family. In a reflection paper, explain and give examples to support your selection.

#### **Assessments**

Paper/Pencil:

1. Write a paragraph comparing and contrasting social, economics and technological differences between the past and the present. (Analysis)
2. Write an effective interview question using the criteria discussed in class. (Application)
3. Write a reflection paper on the area of change you believe has had the most impact on work and family, explaining and giving examples to support the selection. (Application)

Classroom Experience:

1. Given a list of family life changes, categorize into social, economic and technological areas. (Analysis)

Real Life Application:

1. Using prepared interview questions, interview a person with social, economic or technological expertise. Summarize the important points from the interview in a presentation to the class. Use "Ideas for Developing a Presentation Rubric" p. 105 (*Alternative Assessments*) to assess the summary and presentation. (Application)
2. Develop a display that depicts the social, economic, and technological changes from 1950's to the present and the impact those changes have had on work and family. Develop a scoring guide for assessment of the display before beginning the display. (Use *Alternative Assessments* and *FCCLA STAR Events*, "Illustrated Talk" as resources for developing the scoring guide) (Application)